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ABSTRACT

The Project PRIMES (Progress Research in Meeting Elementary Standards) system examines elementary schools in light of minimum standards set by the Ohio State Department of Education. This evaluation instrument includes sections on the use of test results, pupil evaluation, teacher profile, administrator strengths and weaknesses, instructional equipment and materials, areas of instructional emphasis, program components, factors enhancing the optional reading program, and a parent opinionnaire. Questions pertain to elementary language arts programs. (RC)

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ED110474

Project PRIMES:
(Progress Research in Meeting Elementary Standards)

ESEA, Title III

Language Arts Evaluation

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A. Use of Test Results

The following questions refer to standardized achievement tests (i.e., CAT, CTBS, etc.) or individual diagnostic tests (i.e., Houghton Mifflin, Ginn) administered in your school in the areas of reading or language arts. Place a check mark (✓) in the appropriate column(s). More than one column may be checked for each item.

Are test results used:	Standardized Achievement Tests	Individual Diagnostic Tests	Neither
1. To aid in curriculum evaluation and planning in the development of the school program?	____	____	____
2. To aid in the grouping of children within already established groups?	____	____	____
3. To provide information for use in interpreting the school program to community groups?	____	____	____
4. To provide information for interpreting pupil progress and adjustment in conferences with parents?	____	____	____
5. To provide information to assist teachers to improve their teaching?	____	____	____
6. To aid in identification of children with special aptitudes and special needs?	____	____	____
7. To provide information useful in individual counseling with children?	____	____	____
8. To aid the pupil in realistically evaluating his strengths and weaknesses?	____	____	____
9. To provide information to teachers for assigning marks in school subjects?	____	____	____

	YES	NO
10. Are in-service training opportunities provided for teachers who administer, score, and interpret standardized and diagnostic instruments?	___	___
11. If in-service is not provided, do you feel competent in: (Answer only if #10 was No)		
a. Administering tests?	___	___
b. Scoring tests?	___	___
c. Interpreting test results?	___	___
12. Are members of the staff encouraged to make wider and better use of all test results?	___	___
13. Are all test results filed in places easily accessible to persons who should use them?	___	___
14. Are definite means employed by staff leaders to encourage wider and more thorough use of all test results?	___	___

B. Pupil Evaluation

The following statements are concerned with individual pupil evaluation procedures. Please indicate the frequency of occurrence of each statement by circling the correct letter.

	Never	Seldom	Occasionally	Frequently	Always
1. Diagnostic tests are used with most or all students to determine individual					
a. reading needs	N	S	O	F	A
b. language needs	N	S	O	F	A
2. Specific objectives have been formulated or selected for each student:					
a. objectives for reading	N	S	O	F	A
b. for language	N	S	O	F	A
3. An instrument for measuring student attitudes toward reading and language has been used.	N	S	O	F	A
4. Student performance is measured in terms of objectives set for each individual student.	N	S	O	F	A
5. Students are kept informed of their progress.	N	S	O	F	A
6. Students are involved in self-evaluation.	N	S	O	F	A

C. Teacher Profile

1. Indicate the degree of enjoyment and interest you feel for teaching in each of the following curricular areas.

	Do Not Enjoy Very Much				Enjoy Very Much
a. creative arts	1	2	3	4	5
b. language arts/reading	1	2	3	4	5
c. math	1	2	3	4	5
d. science	1	2	3	4	5
e. social studies	1	2	3	4	5

2. Indicate the degree of enjoyment and interest you feel for teaching at each of the following developmental levels.

	Do Not Enjoy Very Much				Enjoy Very Much
a. Pre-school	1	2	3	4	5
b. Primary (K-3)	1	2	3	4	5
c. Intermediate (4-6)	1	2	3	4	5

3. Indicate the courses included in your educational background.

	Yes	No
a. course in elementary reading	___	___
b. language arts methods course	___	___
c. language arts and reading methods course	___	___
d. psychology of reading	___	___
e. reading methods	___	___
f. children's literature	___	___
g. corrective reading	___	___
h. creative expression and dramatics	___	___
i. child development	___	___
j. remedial reading	___	___
k. other (please specify) _____	___	___

_____

4. Indicate below the professional activities which apply to you.

	Presently	Sometimes in past but not presently	Not Yet
a. Membership in professional organization (IRA, NATE, NCTE, etc.)	_____	_____	_____
b. Attendance at professional curriculum organizational conventions, conferences, regional meetings	_____	_____	_____
c. Subscription to professional journals	_____	_____	_____
d. Inservice training, workshops, or formal coursework during non-teaching months	_____	_____	_____

5. Indicate the degree of skill you presently have attained in accomplishing the following:

	Have not Mastered This Skill to My Satisfaction	Have Mastered This Skill Completely
a. Diagnosis of strengths and weaknesses in individual students	____	____
b. Prescription of instructional activities to meet the individual students' needs	____	____
c. Evaluation of the effectiveness of your present program	____	____
d. Use of referral procedures to identify individual problems	____	____

D. Administrator Strengths and Weaknesses

	Not At All	To Some Extent	Completely
1. Does the principal have knowledge and understanding of the total language arts/reading program?			
a. difficulties of teaching individual students	—	—	—
b. sequence of skills	—	—	—
c. methods	—	—	—
d. materials	—	—	—
e. goals	—	—	—
f. evaluation	—	—	—
g. organizational patterns	—	—	—
2. Does the principal provide leadership for the language arts/reading program in the following ways?			
a. encourage experimentation and innovation	—	—	—
b. provide materials and encourage the use of them	—	—	—
c. provide in-service programs	—	—	—
d. offer constructive suggestions	—	—	—
e. allow flexible organization for effective reading instruction	—	—	—
3. Is the principal able to identify strength and weaknesses of individual teachers in teaching language arts and reading	—	—	—
4. Does the principal provide or secure assistance for teachers having problems with the language arts/ reading program	—	—	—
5. Does the principal support referral services for individual students (see Handbook on Learning Disability Services)?			
a. reading clinic	—	—	—
b. NH program	—	—	—
c. E.M.R.	—	—	—
d. Fairfax	—	—	—
e. Other (please specify) _____	—	—	—

6. How often has the principal provided help for those students identified as needing supportive services?

Category	Number Pupils Identified as Needing Service	Number Times Principal Takes Positive Action	Number Times Principal Takes No Action
NH			
Reading Clinic			
EMR			
Fairfax			
Other (please specify) _____			

List reasons pupils have not received adequate support services.

1.
2.
3.

7. Is the principal able to coordinate existing reading services effectively?

	Yes	No	This Service Not Available in Building
Pre-K	___	___	_____
language development (Title I)	___	___	_____
reading teacher (General Fund)	___	___	_____
speech therapist	___	___	_____
reading resource teachers	___	___	_____
educational aides	___	___	_____
tutors	___	___	_____
library aides	___	___	_____
volunteers	___	___	_____
Right to Read	___	___	_____

8. Please indicate who responded to all but section 6 of Part C.

_____a. Principal

_____b. Teachers

E. Instructional Equipment and Materials

How often do you use the following materials and equipment in implementing reading/language instruction. Please respond to the right hand column as though you had an adequate supply of each.

How would you rate your school's supply?			How often do you use?		
Adequate	Inadequate		Never	Occasionally	Regularly
A	I	1. Course of study and curriculum guide	1	2	3
		2. Supplemental sets of multi-level print materials			
A	I	a. To enrich basic programs	1	2	3
A	I	b. To present indepth materials on specific subject	1	2	3
A	I	c. To provide collections of stories, poems, plays, biographical sketches, and etc.	1	2	3
		3. Basic audio-visual equipment and materials			
A	I	a. tape recorder	1	2	3
A	I	b. earphones	1	2	3
A	I	c. movie projector	1	2	3
A	I	d. film-strip projector	1	2	3
A	I	e. record player	1	2	3
A	I	f. T.V.	1	2	3
A	I	4. Reading games and devices	1	2	3
A	I	5. Puppets	1	2	3
A	I	6. Picture and word dictionaries	1	2	3
A	I	7. Reference Materials	1	2	3
A	I	8. Trade books (library books)	1	2	3
A	I	9. Programmed learning materials	1	2	3

Adequate	Inadequate		Never	Occasionally	Regularly
A	I	10. Workbooks and worksheets	1	2	3
A	I	11. Diagnostic-evaluative instruments	1	2	3
A	I	12. Flannel board	1	2	3
A	I	13. Bulletin board	1	2	3
A	I	14. Magnetic board	1	2	3
A	I	15. Chart paper	1	2	3
A	I	16. Typewriters	1	2	3
A	I	17. Basic texts	1	2	3
A	I	18. Collection of children's periodicals	1	2	3
A	I	19. Recordings of poems, stories, plays	1	2	3
A	I	20. Listening centers	1	2	3
A	I	21. Television receiver/learning area	1	2	3
A	I	22. Video taping unit	1	2	3
A	I	23. Puppet theater	1	2	3

F. Areas of Instructional Emphasis

Please rate each of the following in view of its importance to the instructional program at the developmental level you teach.

	Irrelevant	Unimportant	Moderately Important	Important	Very Important
I. Basic Reading Skills					
a. Meaning Vocabulary					
(1) interpret symbols, abbrev., signal words	1	2	3	4	5
(2) recognize technical terms in context area	1	2	3	4	5
(3) use dictionary	1	2	3	4	5
(4) recognize connotations - figurative language	1	2	3	4	5
b. Sight vocabulary	1	2	3	4	5
c. Word attack					
(1) visual tools	1	2	3	4	5
(2) meaning tools					
(3) phonetic analysis	1	2	3	4	5
(4) structural analysis	1	2	3	4	5
d. Comprehension					
(1) follow directions	1	2	3	4	5
(2) recall facts	1	2	3	4	5
(3) understand main ideas	1	2	3	4	5
(4) locate specific information	1	2	3	4	5
(5) recall sequence of events	1	2	3	4	5
(6) organize thinking	1	2	3	4	5
(7) recognize relationships	1	2	3	4	5
(8) recognize implied meaning	1	2	3	4	5
(9) anticipate outcomes	1	2	3	4	5
(10) apply varying rates	1	2	3	4	5
(11) remember what is read	1	2	3	4	5
(12) read critically	1	2	3	4	5
(13) read charts, maps, graphs, tables diagrams	1	2	3	4	5

e.	Study skills					
	(1) Skimming	1	2	3	4	5
	(2) Scanning	1	2	3	4	5
	(3) Organization					
	time	1	2	3	4	5
	note-taking	1	2	3	4	5
	outlining	1	2	3	4	5
	summarizing	1	2	3	4	5
	(4) Interpretation					
	maps	1	2	3	4	5
	graphs	1	2	3	4	5
	tables	1	2	3	4	5
	diagrams	1	2	3	4	5
	pictures	1	2	3	4	5
	(5. Library skills					
	card catalogue	1	2	3	4	5
	bibliographies	1	2	3	4	5
	uses Dewey Decimal System	1	2	3	4	5
	identifies parts of books	1	2	3	4	5
	locates reference materials	1	2	3	4	5
	locates information in book	1	2	3	4	5
f.	adjustment of rate to types of reading	1	2	3	4	5
g.	reading in content area	1	2	3	4	5
h.	oral reading	1	2	3	4	5
i.	critical reading	1	2	3	4	5
j.	recreational reading					
	(1) reading aloud:					
	to groups	1	2	3	4	5
	total class	1	2	3	4	5
	(2) selections read from literature types:					
	fantasy	1	2	3	4	5
	biography	1	2	3	4	5
	historical fiction	1	2	3	4	5
	non-fiction	1	2	3	4	5
	science fiction	1	2	3	4	5
	poetry	1	2	3	4	5

II. Oral Communication

Communicate ideas in:

a. conversation	1	2	3	4	5
b. planning	1	2	3	4	5
c. discussion	1	2	3	4	5
d. explanation and direction giving	1	2	3	4	5
e. storytelling	1	2	3	4	5
f. dramatization	1	2	3	4	5
g. puppetry	1	2	3	4	5
h. reporting	1	2	3	4	5
i. participation in assembly, radio and television programs	1	2	3	4	5
j. organized conversation in interaction groups to ask about current events, social studies	1	2	3	4	5
k. round table and panel discussion	1	2	3	4	5
l. debate and class or club meetings	1	2	3	4	5

III. Written Communication

Express ideas in:

a. stories	1	2	3	4	5
b. poetry	1	2	3	4	5
c. reports	1	2	3	4	5
d. newspaper articles	1	2	3	4	5
e. letters	1	2	3	4	5
f. plays	1	2	3	4	5
g. essays	1	2	3	4	5
h. autobiographies	1	2	3	4	5
i. biographies	1	2	3	4	5
j. summaries	1	2	3	4	5
k. descriptions	1	2	3	4	5
l. direction giving	1	2	3	4	5
m. explanation	1	2	3	4	5
n. individual research papers	1	2	3	4	5

IV. Grammar Usage

Proofreading, polishing, rewriting provide opportunities to:

a. identify main parts of sentences	1	2	3	4	5
b. recognize and transform sentence patterns	1	2	3	4	5
c. identify and use descriptive phrases and clauses	1	2	3	4	5
d. assign words to proper form classes	1	2	3	4	5

e. identify and use structure words correctly	1	2	3	4	5
f. form plurals of words correctly	1	2	3	4	5
g. use proper inflected endings of words	1	2	3	4	5
h. apply mechanics of punctuation and capitalization	1	2	3	4	5
i. develop sentence and paragraph sense	1	2	3	4	5
j. recognize common abbreviations	1	2	3	4	5
V. Spelling					
a. Purposeful in writing					
poems	1	2	3	4	5
stories	1	2	3	4	5
notes	1	2	3	4	5
diaries	1	2	3	4	5
b. oral spelling	1	2	3	4	5
c. dictionary skills	1	2	3	4	5
d. influence of societal and cultural changes	1	2	3	4	5
e. alphabetize words	1	2	3	4	5
VI. Listening					
a. follow directions	1	2	3	4	5
b. relate events in sequence	1	2	3	4	5
c. recognize emotion through tone and verbal expression	1	2	3	4	5
d. recognize environmental sounds	1	2	3	4	5
e. recognize relationships between sound and visual letters	1	2	3	4	5
f. develop critical listening ability by listening to					
movies	1	2	3	4	5
radio programs	1	2	3	4	5
discussions	1	2	3	4	5
plays	1	2	3	4	5
records	1	2	3	4	5
tapes	1	2	3	4	5

VII. My main teaching responsibility is at the:

primary level (K-3) _____

intermediate level (4-6) _____

G. Program Components

In each of the following sections check the item(s) which overall are most effective for you in teaching reading/language arts.

1. Location

_____ a. Reading and language taught as separate subjects.

_____ b. Reading and language instruction a part of regular subject matter classes.

2. Organization

_____ a. Single teacher/multi-subjects

_____ b. Reading teacher/language teacher

_____ c. Team teaching

_____ d. Cross age teaching

_____ e. Tutor - specialist

_____ f. Tutor - aide

3. Grouping

_____ a. Individualized

_____ b. Small groups (5 or less)

_____ c. Large groups (6 or more)

_____ d. Total class

4. Basic Approach

_____ a. Meaning Emphasis

(word recognition, comprehension interpretation, appreciation, application of reading to study of personal and social problems)

_____ b. Code Approach

(synthetic, analytic)

_____ c. Linguistic Approach

(letter names, phonetically consistent words, words of little variation, words always in sentences)

_____ d. Modified Alphabet

(I.T.A., words in color)

e. Responsive Environment

_____ 1. Variety of suitable experiences and materials in unstructured setting

_____ 2. Computer based, teacher free reading environment, self-pacing, self-seeking behavior of students is basis for approaches

_____ f. Language Experience

_____ g. Eclectic Approach

5. Instructional Techniques

_____ a. Machine-based approach

_____ b. Programmed instruction

_____ c. Gaming - simulation

_____ d. Intensive involvement

_____ e. Discussion group

_____ f. Demonstration-performance

_____ g. Lecture

_____ h. Contracts

_____ i. Drill

_____ j. Homework

_____ k. Resource person(s)

H. Factors Enhancing the Optimal Reading Program

Rank the factors listed below which enhance the development of the optimal reading program in your building. Give a rank of 1 to the factor which most enhances the optimal reading program, a rank of 2 to the next, and so on to the factor which least enhances the optimal reading program.

____a. Professional and/or tutorial resource persons

____b. More and better materials and equipment

____c. Large class size

____d. Libraries and listening centers

____e. Inadequate planning and instructing time

____f. Attitudes and knowledge of professionals

____g. Physical space or facilities

____h. Student concerns (attendance, mobility, learning difficulties and diagnosis)

____i. Other (please specify)

_____

1. Parent Opinionnaire

Please indicate your degree of agreement or disagreement with the following statements:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Citizens of the school community should be involved in determining the objectives of the reading/language arts program.	SA	A	NO	D	SD
2. Parents should be knowledgable about their children's reading/language arts program.	SA	A	NO	D	SD
3. Parents should involve themselves in their children's out-of-school reading.	SA	A	NO	D	SD
4. Parents should participate in school functions related to their children's reading program.	SA	A	NO	D	SD
5. Student progress in reading/language arts is presently being reported to parents in a satisfactory manner.	SA	A	NO	D	SD
6. Teachers have provided me with specific suggestions to help my children.	SA	A	NO	D	SD
7. I am given opportunities to express my opinions and make recommendations concerning my children's reading/language arts program.	SA	A	NO	D	SD
8. I think my children enjoy learning to read.	SA	A	NO	D	SD
9. I feel that I understand my children's present reading program.	SA	A	NO	D	SD
10. I am satisfied with the reading program used in my children's school.	SA	A	NO	D	SD

	Yes	No
11. Are new reading programs explained to you by your children's teacher or principal?	___	___
12. Do you read with your children at home?	___	___
13. Do your children read to you?	___	___
14. Do you feel that you know enough about your child's present reading program to help him at home?	___	___
15. In your opinion, does the reading program offered in this school meet the needs of your children?	___	___

TEACHER RECOMMENDATIONS

In general, teachers would find certain weaknesses in his/her individual reading/language arts program. Now that you have completed a self evaluation, what recommendations would you make?